

**TEACHING AND LEARNING READING THROUGH
GIVE ONE GET ONE STRATEGY AT THE FIRST SEMESTER
OF THE EIGHTH GRADE OF SMPN 02 PENAWARTAMA TULANG
BAWANG IN THE ACADEMIC YEAR OF 2017/2018**



A Thesis

Submitted as a Partial Fulfilment of the Requirement for S1-Degree

**By
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NPM.1311040145**

Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN
LAMPUNG
2017**

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Study Program : English Education

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**TARBIYAH AND TEACHER TRAINING FACULTY
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LAMPUNG
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ABSTRACT

Teaching and Learning Reading through Give One Get One Strategy at the First Semester of the Eighth Grade of SMPN 02 Penawartama in the Academic Year of 2017/2018

By:
Riska Desri Kartini

Reading is one of the important language components that need to be taught to support learners in mastering language skill. This research is about Teaching and Learning Reading through Give One Get One Strategy of the first semester of the eighth grade of SMPN 02 Penawartama in the academic year of 2017/2018. The objectives of this research are to describe teaching learning process in teaching Reading through Give one get one strategy, to describe the students' problems in reading and to describe the teacher's problems in teaching and learning process.

In this research, the researcher used qualitative descriptive research method. The researcher used purposive sampling technique to determine the sample. The researcher chose class VIII C as sample which consisted of 37 students. In collecting the data, the researcher used three kinds of instruments, they were: observation, interview, and questionnaire. The researcher used three major phases of data analysis: they were data reduction, data display and conclusion drawing or verification.

The researcher conducted the research in three meetings. After analyzing the data, there are three points of the results. The first, the process of teaching and learning Reading through Give one get one strategy at SMPN 02 Penawartama was run well. The second, the students got some problems, they are: the students' difficulties in the students' lack mastery of the basic, the students' habit of slow reading, and also the students have no many vocabulary and difficult remember the text and the teacher got difficulties in in helping the students to remember the words that they forgot; and, difficulties in handling the students' activity, because some students were busy with their activity like chatting and it made the class noisy.

Keywords: Descriptive Qualitative, Give One Get One Strategy, Teaching Reading.



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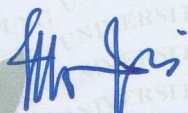
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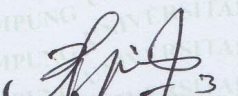
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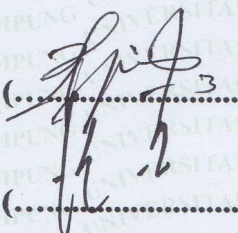
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DECLARATION

I hereby certify that this thesis with the title : Teaching and Learning Reading through Give One Get One Strategy at the First Semester of the Eighth Grade of SMPN 02 Penawartama in the Academic Year of 2017/2018 is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged text.



Bandar Lampung, November 2017

Declared by,

Riska Desri Kartini

DEDICATION

From the deep of my heart. This thesis is dedicated to every people who cares and loves me. I would like to dedicate this thesis to:

1. My God, (Allah S.W.T) thanks for everything.
2. My beloved parents, Mr. Komarizal and Mrs. Asnida who always love me, always try to make me happy and wish for my success. Thanks for all the motivation.
3. My beloved brother and sister, Deny Prasetya and Celsia Maulidia Sandiva who always give motivation.
4. My beloved advisor (Mr. Bambang Irfani) and co-advisor (Ms.Istiqomah Nur.R) always who always teach me.
5. My beloved friends Ani Latifah, Rona Nurjanah, Sri Astuti Handayani, Devitya Ika Eldasari, Kiki Lavenia Irawan, Eva Rahma Mintia, Nina Apriayana, Lutfi, Eka Diah Ayu and Ayu Nurul Izzati, S.Pd who always support me.
6. My beloved friends my boarding house Puspa, Puji, Bunda, Nurin, and Reni.
7. My beloved almamater UIN Raden Intan Lampung, which has made me grow up and has contributed much for myself development.

MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ تَرَ أَنَّكَ الْأَكْرَمُ ﴿٣﴾

1. “Read in the Name of your Lord Who Created.”
2. “He created the human being from Alaq (an embryo).”
3. “Read, and your Lord is the Owner of the Greatest Honor. “ (QS. Al-Alaq 1-3)¹

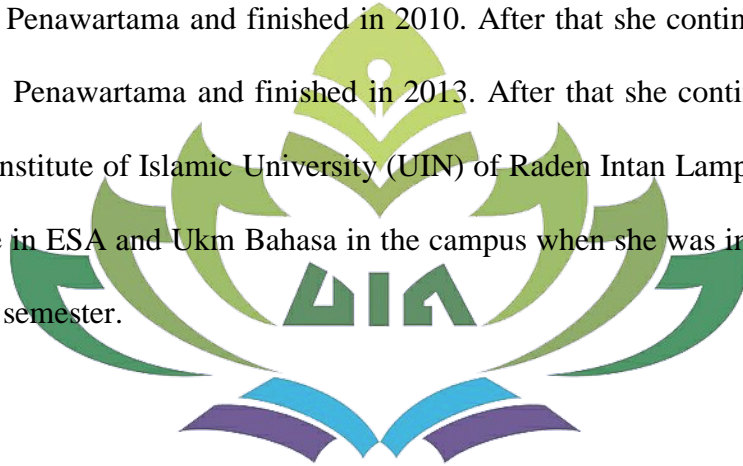


¹ Qur'an, available at <http://en.noblequran.org/quran/surah-al-alaq/> (Accessed 08:46 am on oct 27th 2017)

CURRICULUM VITAE

The name of the researcher is Riska Desri Kartini. She was born on april 21th, 1995 in Makartitama, Tulang Bawang. She is the first child of Komarizal and Asnida. She has one brother, his name is Deni Presetya and sister, her name is Celsia Maulidia Sandiva.

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First of all, Praise to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during her study and completing this thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad peace be upon him.

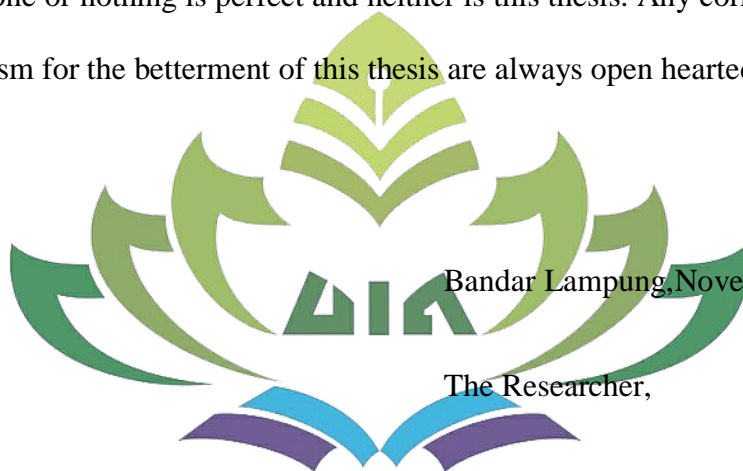
This thesis entitled “teaching and learning reading through give one get one strategy at the first semester of the eighth grade of SMPN 02 Penawartama in the academic year of 2017/2018”. It is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1- degree.

The researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.



Bandar Lampung, November ,2017

The Researcher,

Riska Desri Kartini

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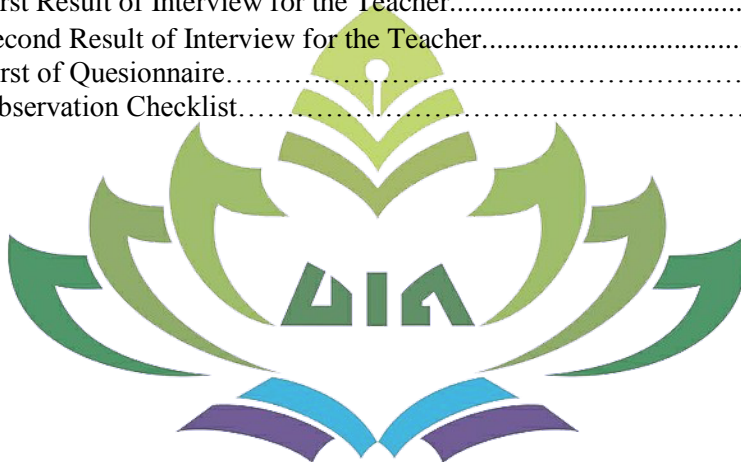
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CHAPTER 1 INTRODUCTION

A. Background of the Problem

Language is very important for human life. Human needs language for communication. Language is a tool used for communication among people to interact each other. Because language makes people are able to communicate and transforming information each other in many cases. It is supported by Siahaan, language is a set of rules used by human as a tool of communication.¹ It means that language is a tool for expressing ideas, thoughts, opinion and feeling. As human being, we need a language. Language is very important in our life because language is a tool to be used not only for the communication among people but also for share experiences, feelings, and also share and getting knowledge to other people.

In learning English there are four skills that should be mastered by students these are speaking, listening, reading and writing. According to Harmer, these are often divided into two types, receptive skills is a term used for reading and listening, skills where meaning is extracted from the discourse, productive skills is term for speaking and writing, skills where students actually have to produce language themselves.² It

¹Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu Press, 2008), p. 1

²Jeremy Harmer, *The Practice of English Language Teaching*, (4th Ed), (Cambridge: Longman Press, 2007), p.265

means that a good communication, will make people are able to receive and give or share feelings and knowledge to communicate. Among those skills has portions in teaching learning proccess. Harmer says, reading is useful for any exposure to English (provided students understand it more or less) is a good thing for language students.³ It means that reading is one of the important parts in English. Moreover, in the nowadays book, magazine, journal and the internet are great learning tools that require the reading.

Moreover Pateland Jain states, reading is an important activity in live with which one can update his or her knowledge.⁴ It means that reading is also the important skill in teaching learning because by reading people can get various knowledge and information. Further Heilman *et.al*, reading is a process of making sense of written ideas through meaningful interpretation and interaction with language.⁵ It means that people can get many knowledge and new information from what they read and also with reading we can get many inspiration to write.

In fact, according to Tankersley, most of high school graduates just had average reading vocabulary of 1000 words, a number considered to small.⁶ It implies that the students at senior high school in indonesia still got confused and difficulties to

³Jeremy Harmer, *How to Teach English*, (Harlow: Longman Pearson 2007), p. 68

⁴ M.F. Patel, Praveen M. Jain, *English Language Teaching (Method, Tools, Technique)*, Jaipur: Sunrise Publisher, 2008),p.113

⁵Arhtur W.Heilman, *et.al.*, *Principles and Practice of Teaching Reading*, (5th Ed), (Columbus: Charles E. Merril Publisher Company, 1981),p.242

⁶ Karen Tankersley, *The Threads of Reading: Strategies for Literacy Development* (Virginia: ACSD, 2003), p.99

comprehend English text including in newspaper, article, journal. The reasons were because teachers taught the students monotonously, less variety, less attractive, to make students interest and to motivate them in learning reading. By those reasons the appropriate strategy in delivering the lesson in the classroom should be considered. One of the strategy that can make the students interesting with reading is give one get one strategy.

According to Pleszler, give one get one is allowed struggling students to gather new knowledge and information about a content topic.⁷ Its means that the students should brainstorm first with their partner about their idea and new information can be added to their list. Moreover according to Zwiers, Give one get one is a strategy with a social way for students to tap into and build background knowledge for a text. It is same with a brainstorm session but has more communicative twist.⁸ It means that give one get one strategy can make students more active in the class because they have to shere their ideas each other.

Based on the preliminary research done in SMPN 02 Penawartama, the researcher found that teaching reading through give one get one strategy has been applied there. From the result of interview, the teacher said that she has applied this strategy. However, some students still got low score. The students have difficulty to understand the meaning of the text and some students were lazy to read the materials.

⁷June Preszler, *Strategies to Help Stuggling Readers Grade 4-12* (Black Hils Region 7: South Dakota Department of Education, 2015), p.22

⁸Jeff Zwiers, *Building Reading Comprehension Habits in Grades 6-8: A Toolkit of Classroom Activities* (New York, DE:IRA, 2004), p.79

Some of the students got scores for their reading test below the criteria of minimum mastery at the school.⁹After interviewing the teacher, the researcher also gave the students questionnaires that related to this problem. The students still believed that reading was difficult because of some factors; first, they were had a problem to decode words and sentences. Second, they spent many times for translating words and sentences in the text. Third, they were not interesting in teaching and learning process especially in learning reading. Based on the preliminary research, most of the students' score in reading was under the standard of Criteria Minimum Mastery. It is illustrated in the following table:

Table 1
The Students' Reading Score at the First Semester of the Eighth Grade of SMPN 02 Penawartama in the Academic Year of 2017/2018

No	Class	Students' Score		Number of Student
		≥70	<70	
1	VIIIA	16	20	36
2	VIII B	15	24	39
3	VIII C	10	27	37
Total		41	71	112
Percentage		36.6%	63.4%	100%

Source : The Score Data from English Teacher of SMPN 02 Penawartama

From the table above, it shows that learning achievement of students in SMPN 02 Penawartama is still not optimal yet, although the teacher had used Give One Get One strategy in teaching reading. The researcher found only 41 students got good score over average scores 70 of KKM (Criteria of Minimum Mastery) and the others

⁹Novi Nuraini., The English Teacher in SMPN 02 Penawartama, *AnInterview for Preliminary Research*, (February17th,2017), Unpublished

got under average scores, so the students have difficulty in learning reading although the teacher had used Give One Get One strategy.

Give one get one strategy is effective to be implemented in teaching learning reading. It has been revealed by previous research conducted by Chersia, *et.al* about the effect of give one get one strategy and motivation on students' reading.¹⁰ This strategy is effective in enhancing the students' reading ability because it makes students easier to find information from text quickly. The strategy also can improve students' achievement significantly in reading.

In addition, another research conducted by Arbiansyah, about the effect of using give one get one strategy on students' reading in narative text. Give one get one strategy also revealed and can help students to read much more. By using give one get one strategy can guide and help students to read more.¹¹ It means that give one get one strategy can help students to understand the text. Based on the background of the problem, the researcher conducted a research entitled Teaching and Learning Reading through Give One Get One Strategy at the First Semester of the Eighth Grade of SMPN 02 Penawartamain the Academic Year of 2017/2018.

¹⁰Windi Chersia, *et.al*, *The Effect of Give One Get One Strategy and Motivation Students' Reading Comprehension of Narative Text at Grade X of SMAN Padang in acadeic 2014/2015 Academic Year*, Journal, Available on Journal.Ejournal.Unp.Ac.Id/Index.Php/Elt/Article/Download/4625/3664 (Access on Thursday, march 23th, 2017).

¹¹Kelvin Arbiansyah, *The Effect of Using Give One Get One Strategy on Students' Reading Compreension in Narative Text of The First Year at SMA N 12 Pekanbaru*, A Thesis of S1 Degree English Education of State Islamic University of Sultan Syarif Kasim Rius Pekanbaru, Available on <https://www.google.com.hk/url?sa=t&source=web&rct=j&url=http://repository.uin-suska.ac.id/6504/1/FM.pdf&ved=0ahUKEwj4yqGPssXTAhVINI8KHYVCDccQFghNMAw&usg=AFQjCNEVc1q9BJcdLkAuZjHkeBDrdl7Rwx> (Acces on Thursday, March 23th, 2017).

B. Identification of the Problem

Based on the background above the researcher identified the problems as follows :

1. Many students still experienced difficulties in learning reading such as understanding the meaning of the text although the teacher has used give one get one strategy.
2. Many students' reading was still low although the teacher has used give one get one strategy

C. Limitation of the Problem

The limitation of the problem was the process of teaching and learning reading through give one get one strategy and the problem of teacher and students in teaching and learning reading through give one get one strategy at the first semester of the eighth grade of SMPN 02 Penawartama in the academic year of 2017/2018.

D. Formulation of the Problem

Based on the limitation above, researcher formulated the problem as follows :

1. How was the process of teaching and learning reading through give one get one strategy at the first semester of the eighth grade of SMPN 02 Penawartama in the academic year of 2017/2018 ?
2. What were the teacher's problems in the process of teaching reading through give one get one strategy at the first semester of the eighth grade of SMPN 02 Penawartama in the academic year of 2017/2018?

3. What were the students' problems in the process of learning reading through give one get one strategy at the first semester of the eighth grade of SMPN 02 Penawartama in the academic year of 2017/2018?

E. Objective of the Research

Based on the formulation above, the objectives of research are :

1. To know and describe the process of teaching reading by using give one get one strategy at the first semester of the eighth grade of SMPN 02 Penawartama in the academic year of 2017/2018.
2. To know and describe teacher's problems in the process of teaching reading through give one get one strategy at the first semester of the eighth grade of SMPN 02 Penawartama in the academic year of 2017/2018.
3. To know and describe students' problem in the process of learning reading through give one get one strategy at the first semester of the eighth grade of SMPN 02 Penawartama in the academic year of 2017/2018.

F. Use of the Research

The uses of the research are as follows :

1. Theoretically

The results of the research are expected to contribute to the development of education, especially in students' learning style in reading skill.

2. Practically

It is expected that this research can provide useful input in improving the quality of learning in the school and also give information to the English teacher about teaching reading through give one get one strategy.

G. Scope of the Research

1. Subject of the Research

The subject in this research were the English teacher and the students at the SMPN 02 Penawartama in the academic year of 2017/2018.

2. Object of the research

Object of the research was the pocess of teaching and learning reading using give one get one strategy.

3. Place of the Research

The research was conducted at SMPN-02 Penawartama it is locates in Tulang Bawang.

4. Time of the Research

The research was conducted at first semester in the academic year of 2017/2018.

CHAPTER II REVIEW OF RELATED LITERATURE

A. Teaching English as a Foreign Language

As an international language English is considered as an important language to be learned. English is the first foreign language. It supported by Setiyadi, English is really a foreign language learners in Indonesia.¹ It means that English is only as a foreign language, then English is only used in certain situation, and it is not used in the daily life but English has an important part in our education. Harmer states, English as a foreign language is generally taken to apply the students who are studying general English at the schools and institutes in their own country or as transitory visitor in a target language country.² It means that English as a foreign language is learned by the students only at school or institutions, it is not used for communication in daily activity in the country who did not use English for daily activity.

Most of the Indonesian students learn English only in the class as a subject that needs to be learned by students in Indonesia, not for daily communication. Therefore there are only some people who speak English well. Besides, teachers

¹ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 10

² Jeremy Harmer, *How to Teach Writing* (Edinburg Gate, Longman, 2004), p.39

as the main idea on educating the students must begun attempting to teach foreign languages in the way that is more similar to first language acquisition. The teacher should prepare the material instructions, media, technique to make them easier to learn English.

Brown states, that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.³ It means that teaching is the teacher's activity to facilitate, enable, set, show and help learner how to do something.

In conclusion, teaching English as foreign language is a process facilitating learning, enabling the learner to learn, helping someone to learn how to do something about English in the setting of the students are not the native speakers. This process should be done by the teacher based on the experience, knowledge and material preparation that aims of teaching can be reached. In addition, the teacher should notice needs of students who use English as a foreign language which has not much familiar with English itself. So the teacher is hoped to choose and use strategy or technique and the material in teaching English wisely and appropriate for the students.

³ H. Douglas Brown. *Principle of Language and Teaching* (4th Edition) (San Fransisco: Longman : 2000), p.7

B. Teaching and Learning English

1. Teaching English

Teaching is an activity for giving knowledge and information. It is supported by Brown that states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.⁴ Moreover, Wilson and Peterson states that teaching is shared work between students and teachers (teacher still have responsibility for making sure that student learn).⁵ Thereofere, teaching English is used by the teacher gives and shared their knowledge about English to the students so they can understand and expected to master English. Teaching is not only share and give knowledge, teachers as the main idea in educating is expected to use wisely the way teacher teach the students and how teacher gives knowledge about English to students. Determining the right approach, method, technique or strategy based on the needs of students in teaching English is important.

In short, the way of teaching and assesing will depend on the level and the goal and the strategy or method of the teacher select before. It means that teaching giving transmitting knowledge to the students is not only concern in giving

⁴ *Ibid.*

⁵ Suzzane M.Wilson, Penelope L. Peterson , *Theories of Learning and Teaching What Do They Mean for Educators?* (Washington DC: NEA, 2006), p.11

knowledge, but also teachers need notice how to build a good relationship with the students to make students' receive what the teacher taught easier.

2. Learning English

According to Kimble in Brown, learning is acquiring of knowledge of a subject or a skill by study, experience, or instructions. It is relatively permanent change in a behavioral tendency and the result of reinforced practice.⁶ It means that learning that not only transfers knowledge, but also more than that, such as by learning people can change our habitual. Moreover, Wilson and Peterson state that learning is a process of active construction: that learning is a social phenomenon, as well as an individual experience: and that learner differences are resources, not obstacles.⁷ It means that learning is an active process that done by students' individual experience in the social community.

It can be concluded, that learning is a process for getting knowledge, subject or else from the study, experience and instruction. By this process, students are acquiring or getting of knowledge of a subject or a skill by study, experience or instruction. It means that learning will give influence to the students, the more students learn it makes more open possibilities to change their mindset and attitude in their behavior.

⁶ H. Douglas Brown, *Loc.Cit.*

⁷ Suzzane M.Wilson, Penelope L. Peterson, *Op.Cit*, p.1.

C. Reading

1. Definition of Reading

Reading is an activity to get ideas or information from a text. According to Nunan, reading is a fluent process of readers combining information from a text and their own background knowledge to built meaning.⁸ It means that in reading the readers should combine their own background of knowledge and information of the text to get the idea and meaning.

Reading is a way of getting the meaning or knowledge from the printed page such as textbook, magazine, and novels.⁹ It means that reading is a way for the reader to know and get the meaning from the passage or text. According to Harmer, reading is an exercise dominated by the eyes and the brain. The eyes receive the messages and the brain then has to work out the significance of these message.¹⁰ It means the reader should focus when they read so that they can get the meaning. Moreover, According to Praveen and Jain reading is an important activity in live with which one can update his or her knowledge.¹¹ It means that reading can change our mindset depend on what we read.

⁸ David Nunan, *Practical English Language Teaching*, (Singapore: The McGraw-Hill Companies, 2003), p.68

⁹ Team of Five, *Improving Reading Skill in English*, (Jakarta: Kencana, 2006), p.51

¹⁰ Jeremy Harmer, *The Practice of English Language Teaching*. (New York: Longman, 1991), p.190

¹¹ M.F. Patel, Praveen M. Jain, *English Language Teaching (Method, Tools, Technique)*, (Jaipur: Sunrise Publisher, 2008), p.113

Wallace states that reading is seen as a social occasion involving for example, family member or friends or other on the community.¹² It can be concluded that reading is very important for our daily activity because after reading we can get new information, get knowledge.

2. Types of Reading

Reading can be classified into two types:

a. Intensive reading

Intensive reading means to read shorter texts to extract specific information.¹³

It means that intensive reading, is the reader's activity to read a short of reading material to get new information on it.

b. Extensive Reading

Reader deals with the longer text as a whole, which requires the ability to understand the component part and their contribution the overall meaning.¹⁴ It means that extensive reading is the reading activity not only to get information but also to understand all of the component and the meaning from the longer of reading material.

It can be known that there are two types of reading, intensive and extensive reading. Each of them has different benefits and their characteristics. Intensive

¹² Catherine Wallace, *Critical Reading in Language Education*, (New York: Oxford University Press, 2003), p.35

¹³ Jeremy Harmer, *How to Teach English*, (Harlow: Longman Pearson, 2007), p.99

¹⁴ *Ibid*

reading is read a short of reading material to get new information and extensive reading is read a longer text not only for get information but also to understand all of the component and meaning. The teacher is supposed to consider what they will use in teaching reading based on the teaching needs. The teacher also needs to match the purposes of teaching with the types of reading that will be used.

D. Teaching and Learning Reading

1. Teaching Reading

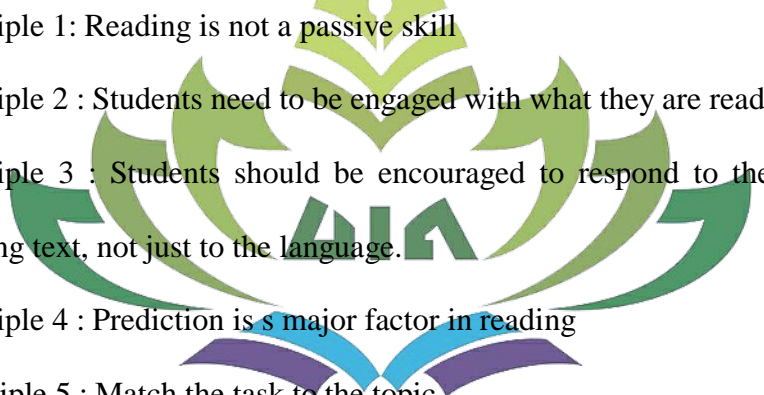
Teaching can be defined as providing opportunities to learn. It is supported by Brown states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, proving with knowledge, causing to know or understand.¹⁵ It means that teachers as the facilitator of teaching must give the best result. Although the result of the teaching also depends on the students itself. According to Tankersley teaching reading must be to teach comprehension skills and strategy, to develop background knowledge, to expand vocabulary and oral language and to build understanding and comprehension skills.¹⁶ It can be known that the teacher must be know how to approach all types of text to help and teach students and make them understand the meaning of the text.

¹⁵ H. Douglas Brown, *Principle of Language and Teaching. Loc.Cit*

¹⁶ Karen Tankersley, *Threads of Reading: Strategies for Literacy Development*, (Virginia: ASCD, 2003), p.144

Based on the explanation above, it can be concluded that teaching reading is the process of teacher for helping, facilitating, guiding students to comprehend the text and providing students with many opportunities for practice it to make them can acquire the meaning and information from the outhor on the text.

In addition, the teacher needs to notice the principles that can be as a guideline in teaching reading. The principles in teaching reading according to Harmer are as follow:

- 
- a) Principle 1: Reading is not a passive skill
 - b) Principle 2 : Students need to be engaged with what they are reading.
 - c) Principle 3 : Students should be encouraged to respond to the content of a reading text, not just to the language.
 - d) Principle 4 : Prediction is s major factor in reading
 - e) Principle 5 : Match the task to the topic
 - f) Principle 6 : good teachers exploit reading texts to the full.¹⁷ It can be conclude

that in teaching reading there are six principle that can be as a guideline in teaching reading. And the teacher also needs to notce in many aspects that have influence of teaching reading, including media, strategy, and the material that will use in teaching.

¹⁷ *Ibid.*, p.101

2. Learning Reading

According to Brown, learning is acquiring or getting of knowledge of a subject or a skill by study, experience or instruction. It is relatively permanent change in a behavioral tendency and result of reinforced practice.¹⁸ It means that learning is an activity for getting knowledge, skill and experience about subject learning which needs the practice to improve the understanding of its. Moreover, Tankersley states when comprehension is deep and thorough, the reader is able to process make meaning by evaluating, synthesizing, analyzing and interpreting the text.¹⁹ It can be concluded that to read need focus to understand the meaning.

Based on the statement above, it can be concluded that learning reading is the process of students for getting knowledge, information, skill, and experience about the subject the text that they read. Students can be successfull in learning reading if they acquire the nformation and understand the text by evaluating, synthesizing, analyzing, and interpreting the text.

E. Problem in Teaching and Learning Reading

1. Problem in Teaching Reading

According to Sugiyono, problem happen because deviation between what should be and what actually happened, theory and practice, the rules and implementation,

¹⁸ H.Douglas Brown, *Principle of Language and Teaching*, Op.Cit. p.7.

¹⁹ Karen Tankersley, *Op.Cit*, p.116.

or between the plan and implemetation.²⁰ It can be seen, that problem is a response that happens differs from that expected, it could happen because there is deviations from what has been planned. In this case, the problem are usully faced by students in reading. According to Baradja in Budiharso, there are five facts that axist as issues in teaching reading. The problem in teaching reading are as follows:

- a. The mastery of the basics
- b. The habbit of slow reading
- c. Figuring out inference, implications and main idea
- d. Text selection, in the text selection, teachers are not confident to choose the reading materials. teachers mostly really upon English textbook available by which modifications are not required. To use the textbook, the teachers as follow the contents and exercise on the book.
- e. Exercise to include, exercise as following the reading passage have been questioned as they impose the teachers to implement teaching.²¹ it can be concluded that in teaching learning reading the teacher must understand wht they going to learn.

Based on the explanation above, it can be concluded that there are still many of problems which might be faced in teaching reading. Those are caused from the

²⁰ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif and R&D* (Bandung: Alfabeta, 2015), p.52

²¹ Teguh Budiharso, *Prinsip Dan Strategi Pengajaran Bahasa* (Surabaya: Lutfiansyah Mediatama, 2004), p.54.

students' mastery of the basics, the students' habit of slow reading, and the students' ability to figure out inferences, implications and main idea, those students' problems influence to the teaching in reading. Meanwhile the problems that happen from the teacher itself are: the teacher does not confidence to choose reading material, the teacher gets difficulty modify the exercise to engage students' interest.

2. Problem in Learning Reading

Students with reading problems lack many of the basic components of reading. They cannot read well, even to comprehend the text. According to Klingger, they demonstrate multiple problems associated with low comprehension, including poor decoding, fluency and comprehension.²² It means that students with reading problems have difficulty to understand the text.

Therefore, in teaching and learning reading there are some problems that will be faced by the students, they are as follows:

- a. *Vocabulary* . New words are seen by students as a great obstacle to comprehend a text.
- b. *Working memory*. The students often complain of the fact that they cannot recall the information they just read. They need to hold the information in working memory long enough for the information to be more extensively

²² Janet, K. Klingger, *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: The Guilford Press, 2007), p.4

processed, and often some of them lack it.

- c. *Absence of extensive reading.* Students read a little or nothing. This is considered to be a great obstacle for the students usually fail to decode a text, and analyze its meaning.
- d. *Type of text.* Some texts are easy to be perceived some others are very difficult.²³ It can be concluded that there are four problem in learning reading it means that the teacher must help the students to more interest in learning reading.

Based on the explanation above, it can be concluded that problems in learning reading are the students have no good vocabulary mastery, Absence of extensive reading, Type of text. Some texts are easy to be perceived some others are very difficult.

F. Give One Get One Strategy

1. Definition of Give One Get One Strategy

Before knowing the definition of give one get one strategy clearly, we must understand that give one get one strategy is certain kind of strategy in cooperative learning. According to Knight, cooperative learning is learning mediated by students rather than the instructor. In cooperative learning, students work in groups to teach themselves content being convered.²⁴ It means that cooperative

²³ Irena Shehu, *Academic Journal of Interdisciplinary Studies MCSER Publishing* (European University of Tirana. 2015), p.93

²⁴ Jim Knight, *Cooperative Learning*, (New York: The Cansas Coaching Project, 2009), p.3

learning is a learning where the students learn and work together in groups. The students will be more active in the class.

According to Zwiers, Give one get one is a strategy with a social way for students to tap into and build background knowledge for a text. It similar to a brainstorm session but has more communicative twist.²⁵ It means give one get one strategy is a kind of strategy which can build background knowledge through a social way. According to Pleszler, give one get one is allowed struggling students to gether new knowledge and information about a content topic.²⁶ It means that the students should gether new knowledge and information about the text.

According to Commander, give one get one strategy used to initiate physical movement to promote students to think divergently and to generate many idea quickly.²⁷ It means that the students not only read the text but also move to share and collect the information to other students to get new the information. The students can get many ideas from the text quckly.

This strategy emphasizes interaction between students. The students have some roles and function to share their knowledge with other students. According to Lim in Chersia's journal, he explains give one get one is a reading strategy that can get

²⁵ Jeff Zwiers, *Building Reading Comprehension Habbits in Grades 6-12*. (Newark, DE: IRA, 2004), p.74

²⁶ June Preszler, *Strategies to Help Struggling Readers Grade 4-12*,(Black Hills Region 7: South Dakota Depatment of Education, 2005), p.22

²⁷ Judy Commander, *Effective Teaching Strategies and Tools, Strategies and Tools*, (New York: Clayton Country Public Schools, 1997), p.4

every students to participate every time. It allows the students to engage in discussion with group or peers. It also stimulate the students before they share the idea in the classroom.²⁸ The researcher can concluded that this strategy can develop students' reading and make them active in the class.

The statement is supported by Sejnoss in Novita's journal, she said that give one get one is a strategy that helps develop or activate students' schema for a given topic by stimulating their background knowledge through social intraction among their community of learners.²⁹ It means Give one get one strategy allows the students to engage in discussion with group or peers. It is also used to stimulate the students before they share the idea in the classroom. In addition, through give one get one strategy, the students can share their idea or opinion based on their background knowledge. Give one get one strategy can help students to be more active in reading because they have to do social interaction with their teacher and their classmates. In their community, the students can get new information and also the students will deliver their information for other students in their community.

²⁸ Windi Chersia, *The Effect of Give One Get One Strategy and Motivation on Students' Reading Comprehension of Narative Text*, Journal English Teaching Vol 1 No.1,2012. <http://www.ejournal.unp.ac.id>. (Acces on Thursday,march 23th, 2017).

²⁹ Nova Novita, *Teaching Reading Comprehension By Combining Give One Get One Strategy and Request Strategy at Junior High School*, (<http://ejournal-sl.stkip-pgri.sumbar.ac.id/lex.php/inggris/article/view/280/272>), accessed on january 27th, 2015

Based on the statement above, the researcher concludes that give one get one is a strategy where the students can get information from their friends' thought and share the information from their own thought. The students will share each other about the topic being discussed. The students can get many ideas from the text quickly.

2. Procedure of Teaching Reading Through Give One Get One Strategy

Some steps of give one get one strategy in classroom, they are :

1. Select a topic from the content being studied.
2. Provide students with give one get one recording sheet.
3. Students record four important pieces of information that they know or have learned regarding the selected content. They record the information in number 1-4.
4. Students fold papers in half horizontally with number 1-4 above the fold and number 5-8 below the fold.
5. Have students circulate through the room and exchange their ideas. Students record their new ideas in number 5-8. Students include the names of the classmates who provided them with the new information. The details placed in 5-8 must be different from the information students independently listed in number 1-4.
6. Regroup students and share with class.

7. Students share and explain the ideas they found (5-8). As the ideas are shared, the person named as the originator of an idea or piece of information is the next person to share. If the "turn" gets to the same person more than once, the reaper doesn't share another idea but names a student of their choice as the next person to share.³⁰

It can be concluded that according to Preszler there are seven procedures, and in this procedure the teacher asks the students to circulate for change their ideas.

In addition: some procedures by Commander are:

1. Teacher poses a question.
2. Students generate two ideas.
3. Teacher establishes a goal (number of ideas and a time limit-time to collect ideas)
4. Students stand up and "connect" with another student only to give an idea and get a new idea.
5. If they both have a similar idea, they need to brainstorm together to generate new idea.
6. Students return to their seats (they can share ideas in small groups and try to generate two or three additional new ideas).

³⁰June Preszler, *Strategies to Help Struggling Readers Grade 4-12*. Loc. Cit

7. Teacher collects and records ideas to be examined and explored.³¹

It can be concluded that according to Commander there are seven procedures.

And it is different to Preszler's procedures, if in Preszler in the beginning the teacher selects the topic, but in Commander the teacher poses a question. So the researcher concluded that Preszler's procedures more easy than commander. But the similarity of the procedures is both of the procedures the teacher do not ask the students to make a groups.

And another procedure from Zwiers is as follows:

1. The teacher selects a topic from the content being studied. Examples are follows:
 - a. What I know about whales
 - b. Examples of sacrifice
 - c. Keyword for studying space
 - d. Reasons to exercise
2. The teacher divides students into several groups.
3. Have students fold a piece of paper in half horizontally and number 1-4 above the fold 5-8 below.
4. The teacher poses a question or a topic.
5. Have students write down ideas related to the topic.

³¹ Judy Commander, *Effective Teaching Strategies and Tools, Strategies and Tools. Loc.Cit*

6. Have students circulate throughout the room and exchange their ideas for at least three different ideas from other students, which go on lines 5 through 8. They need to get the student's name for each corresponding idea and write it in the "from" column.
7. After several minutes, have students regroup and share with the class the ideas they heard from other students.
8. Have students use academic language such as "Julie had a similar thought," "manuel predicts that.....," or "katia differs in opinion because she..."
9. Discuss all the responses and then introduce the text.³²

It can be concluded that according to Zwiers there are nine procedures. And the similarity with prezler's and commander's procedures are the teacher ask the students to make recoreding sheet or give one get one recording sheet, and the difference with Preszler and Commander is in Zwiers, the teacher divides the students into several groups.

In conclusion, the researcher concluded that from the experts above they have characteristic each other, and the researcher will use standard procedure from Zwiers, from three of them only one expert who asks the students to make a group for disscussion, but the point are same from the experts, although in the beginning the teacher select the topic or poses a question, make a several groups or no, the same thing is the teacher ask the students to make a own give one get one

³² Jeff Zwiers, *Building Reading Comprehension Habbits in Grades 6-12. Loc.Cit*

recording sheet and the students write down they own ideas and they friends ideas from what they get.

3. Advantages and Disadvantages of Using Give One Get One Strategy

a. Advantages of Using Give One Get One Strategy.

According to Preszeler, give one get one allows struggling students to gather new knowledge and information about a content topic. Since students share information and question each other, all students in the classroom regardless of ability level can reap positive reward from this strategy.³³ Judy states that give one get one strategy is strategy used to initiate physucal movement to promote students to think divergently and to generate many ideas quickly.³⁴ According to Zwiers, give one get one strategy has advantage to make the students to be able to share each other what they already know about the certain topic.³⁵ From the theories above the researcher conluded that the advantages of give one get one are:

- a. Helping to make students interacting with other students because students has to work together doing activities.
- b. The student can find information from the text quickly.
- c. The students can find information and learn from other students.
- d. Helping to activate students' prior knowledge

³³June Preszeler, *Strategies to Help Struggling Readers Grade 4-12*. Loc.Cit

³⁴Judy Commander, *Effective Teaching Strategies and Tools, Strategies and Tools*. Loc.Cit

³⁵Jeff Zwiers, *Building Reading Comprehension Habbits in Grades 6-12*. Loc.Cit

It can be concluded that the general advantages of give one get one strategy are to motivate students and to make students interacting with other students because the students have to work together doing activities. Give one get one strategy have to build positive relationship among students, give the students the experiences they need for healthy social, psychological, cognitive development, and students are expected get motivation and can interact with other student in teaching reading and also they can get the idea quickly.

b. Disadvantages Give One Get One Strategy

Judy implies some disadvantages of using give one get one strategy are :

- a. Give one get one strategy needs more time for discussion.
- b. Division of the group in pairs and sharing between students making less conductive.³⁶

Based on the explanations above, the researcher concludes that the teacher should manage the time well and control the class well, such as give them time for preparation, and also establish a feeling community and teach students to work cooperatively and give them regular opportunities to learn in structured cooperative activities to solve those disadvantages it makes the class more active and the students more enthusiasm.

³⁶Judy Commander, *Effective Teaching Strategies and Tools, Strategies and Tools*.
Loc.Cit

CHAPTER III RESEARCH METHODOLOGY

A. Research Design.

In this research, researcher used a qualitative research. According to Cresswell, qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore social or human problem.¹ It means that the researcher builds a complex, holistic picture, analyzes words, reports detailed view of informants, and conducts the study in natural setting. Qualitative research is naturalistics research method because the research did on natural setting.² It means in qualitative research, researcher does the research but she does not make own schedule, researcher just follows the schedule in the school. By this qualitative research, she focused on teaching and learning process through give one get one at the first semester of the eighth grade of SMPN 02 Penawartama in the academic year of 2017/2018.

B. Research Subject

In this research, the subject was the students at class VIIIC of the first semester of the eighth grade of SMPN 02 Penawartama in the academic year of 2017/2018.

¹ J.W Cresswell, *Research Design Qualitative and Quantitative Approaches*, (USA: SAGE Publications, Inc : 1994)p. 24

² Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung : Alfabeta, 2011), p. 7

There are three classes which consist of 112 students. In this research, researcher used the data from VIIC class at the first semester. The researcher took one class as the sample of this research and the data was obtained from the students of class VIIC consists of 37 students as the sample was based on the data of students' achievement that had the lowest score for all classes. Here was the achievement of reading mastery from each class at first semester of the eighth grade of SMPN 02 Penawartama:

Table 2
The Students' Reading Score at the First Semester of the Eighth Grade of SMPN 02 Penawartama in the Academic Year of 2017/2018

No	Class	Students' Score		Number of Student
		≥70	<70	
1	VIII A	16	20	36
2	VIII B	15	24	39
3	VIII C	10	27	37
Total		41	71	112
Percentage		36.6%	63.4%	100%

Source: The Score Data from English Teacher of SMPN 02 Penawartama

From the table before, it can be seen that student at eighth grade had a various achievement. The class that had low achievement was VIIC and the class that had high achievement is VIIIA. The researcher used class VIIC as a sample of this research because class VIIC had the lowest achievement so that it was possible for students to found difficulties in mastering reading. It appropriates with purposive sampling technique that had been explained. So the sample of represent the population, because the students in this class had low achievement compared to the other class. The researcher used class VIIC class as the subject in this research, it consisted of 37 students.

C. Data Collecting Technique.

1. Observation

In this technique of collecting data, the researcher focused on the entire process of Give one get one strategy in the learning reading. Therefore the researcher did not teach the students directly to found the data.

2. Interview

Interview is kind of verbal communication, which aims to obtain information. In this research, informal interview used in which the subjects answered by their own freely.

3. Questionnaire

Questionnaire is administer to obtain information, which is not easily observed, such as attitudes, opinions, and motivations.³

D. Research Instrument

In this research the researcher used purposive sampling technique. According to Arikunto, purposive sampling technique is sampling technique which is done because limited time and finding.⁴ Further Marguerite *et.al*, purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who have specific knowledge about the topic being studied. The type of purposive sampling that a researcher may decide to use depends on

³Nasution.ISP.1996. *Teaching English Technique*. Jakarta : Bina Rupa Aksara.p:128

⁴Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Yogyakarta: Rineka Cipta,2002),p.127

the purpose of the study.⁵ It means in this research, researcher chose the subject according to the need and purpose of the research.

In this research, there were some steps was conducted with intention of gaining the data from the beginning until the end of the teaching learning process. Therefore, in this research, the researcher conducted the observation, questionnaire and interview to get of the data for this research. The steps were follows:

1. Observation

Observation is to explain the situation that is examined, the activities that take place, individuals who are involved in an activity and the relationship between the situations, events and individuals.⁶ It can be concluded that observation is proper used in the research which related with teaching learning process, students' activity and problems which may arise. In this research the researcher's functions as observer to get the data, the researcher does not involve directly in the classroom activity. The researcher made a note during teaching learning process. By using this instrument the researcher used specification as follows:

⁵Marguerite, *et.al* ,*Methods in Educational Research: from Theory to Practice*, (San Francisco: Jassey-Bass, 2006), p.162

⁶Ag. Bambang Setiyadi, *Op.Cit.*, p.239

Table3
Specification of Observation

Aspect	Indicator	No. Item	Total item
The procedure of teaching reading through give one get one strategy	To know the teacher uses give one get one in teaching learning process	1,2,3,4,5,6,7,8,9	9
teacher's problems in teaching reading	To know the teacher's problems in activity the classroom	10,11,12,13	4
students' problems in learning reading	To know the students' problems in activity the classroom	14,15,16,17	4

2. Questionnaire

The researcher gave questionnaire to the students. Questionnaire is print from the data including questions or statements to which the subjects are expected to respond.⁷ It means that direct relationship between the subject and researcher was needed to get some information which is support the data. The researcher gave the questionnaire to the students' in order to know the further opinions and to know the aspect that may influence the students' learning process and to confirm the answers gave by their teacher. From collecting data through questionnaire, the researcher found out that the students response toward the teaching and learning process. Meanwhile, the interviews grills used by the teacher were as follows:

⁷SuharsimiArikunto, *Op.Cit.*, p.226

Table4
Specification of Questionnaire

Aspect	Indicator	No. item	Total item
Students' problem in learning reading	To know Students' problem in learning reading such as vocabulary, working memory, absence of extensive reading, type of text.	1,2,3,4	4
students' opinion about give one get one strategy	To know students' opinion about give one get one strategy	5,6	2

3. Interview

Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint contraction of meaning about a particular topic.⁸ It means that interviewing that provide was by the researcher is to gain a deeper understanding of how the participant interpret a situation or phenomena that can be gained through observation. The interview used in collecting data from the teacher. The teacher asked about their opinions of the activity processed including problems faced in the used of give one get one strategy teaching and learning reading. Meanwhile, the interviews grills used by the researcher were as follows:

⁸*Ibid*, p.226

Table 5
Specification of Interview

Aspect	Indicator	No. Item	Total item
To know about the teacher's problem in teaching reading	The researcher asked teacher about the teacher's problem in teaching reading	5	1
	The researcher asked teacher about reading of students	1,2,4	3
To know the general process of learning reading activity	The researcher asked teacher about the students' participation while teaching learning process	6	1
To know about give one get one strategy	The researcher asked teacher about give one get one strategy	3,7,8,9	4

E. Research Procedures

The procedure of research used as follows:

1. The researcher found the population and the sample. The researcher chose the school and the sample that conducted the research.
2. The researcher came to the class with the teacher in order to make observation when teaching learning process were conducted.
3. After teaching and learning process finished by the teacher, the researcher gave the questionnaire to the students.
4. The researcher interviewed the teacher to know her opinion referring to the material and the activity.
5. Analyze the data and made the report.

F. Trustworthiness of Data

According to Setiyadi, basic principle of reliability is consistency, qualitative research is also always tried to keep the data collected remains consistent. Validity is a researcher always tried to keep the data must be authentic, life overview of research subjects in an honest and balance.⁹ It means that the method commonly use to improve the reliability and validity in qualitative research is triangulation, triangulation as a merger of two or more methods in collecting the data. Usefulness of triangulation is to enrich the data and or make more accurate conclusion. According to Setiyadi, there are several kinds of triangulation as follows:

1. Time Triangulation

- a. Cross-sectional triangulation is the data collection implemented in the same time to different groups.
- b. Longitudinal triangulation is the data collected from the same group at different times.

2. Place Triangulation

In triangulation of place to make the data collection more accurate, it can be done using different place for similar data.

3. Theory Triangulation

Researcher collected the data based on different theories.

⁹Ag.BambangSetiyadi, *Op.Cit*, pp.30 – 31.

4. Method Triangulation

Researcher used different methods for collecting similar data

5. Researcher Triangulation

Collect data for the same or similar, can be done by several researchers.¹⁰

Based on the statement above, the researcher used method triangulation and time triangulation because in this research, researcher used different kind of method to collect the data. The use of triangulation was to enrich the data and make more accurate conclusion. So in qualitative research the triangulation was important because if the researcher wants to get the conclusion, the researcher should have strong data.

G. Data Analysis

Data analysis is the process of organizing the data in order to obtain regularity of the pattern of form of the research. According to Miles and Huberman there are three major phases of data analysis: data reduction, data display, and conclusion drawing or verification.¹¹ These are clear explanation about data analysis process of this research:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction the mass of data has to be organized and meaningfully reduced or

¹⁰*Ibid*, p.31-32.

¹¹Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Thousand Oaks :Sage Publications, 1994), p.12

reconfigured.¹² In this case, the researcher selected the data derived from observation on teaching and learning process, interview to the teacher and questionnaire to the students.

2. Data Display

Data display is second component or level in Miles and Huberman model of qualitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.¹³ Some activities in analyzing the data that done by the researcher in data display were:

a. Observing the teaching and learning process

In this step the researcher observed the teaching and learning process by noting in the observation sheet to know how was the process of teaching and learning reading through give one get one. By observing the class the researcher known how was the process of teaching and learning reading through give one get one.

b. Interviewing the teacher

In this step, the researcher interviewed the teacher to get information about what were the teacher's problems in teaching reading through give one get one strategy

¹²*Ibid*, p.10

¹³*Ibid*,p.11

by asking some question. By interviewing the teacher the researcher known what the teacher's problems in teaching reading through give one get one.

c. Giving questionnaire

In this step, the researcher gave questionnaire to the students. This step conducted to know what the students' problem in learning reading through give one get one strategy. From display the data, the researcher got the conclusion in order to answer all about the research questions in this research.

3. Conclusion Drawing/Verification

The last step of analyzing the data is conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives.¹⁴ In this step, the researcher would draw the conclusion and verify the answered of research question that done in displaying the data by comparing the observation data, interview data, and questionnaire data. Thus, the researcher got the conclusion about teaching and leraning reading through give one get one strategyat the first semester of the eighth grade of SMPN 02 Penawartama.

¹⁴*Ibid.*

CHAPTER IV

RESULT AND DISCUSSION

A. Data Analysis

After collecting the data, the researcher analyzed the data that contain of observation, interview, and questionnaire. According to Miles and Huberman, there are three major phrases of data analysis, they are; data reduction, data display, and conclusion drawing or verification.

1. Data Reduction

Data reduction is the first component or level in model of qualitative data analysis of Miles and Huberman theory. It refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction, the mass of data has to be organized and meaningfully reduced or reconfigured.¹ In this case, the researcher selected which data that were used in her research. There were three instruments used to collect the data: observation, interview and questionnaire. The researcher became the key instrument in this research, whereas aforementioned instruments became the supporting instruments. In this step, the researcher used time triangulation and method triangulation.

¹Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Sage Publications, Thousand Oaks, 1994), p.12

a) Triangulation of Time

1) Data of Observation

The researcher employed an observation. The observation was conducted to know the process of teaching and learning reading process through Give one get one which were conducted in two meetings. Every meetings had the same activities and the same material. In the first meeting, the teacher conducted pre-activity, main-activity and close-activity. For the second meeting was the continuation from the first meeting.

The researcher observed the process of teaching and learning reading through Give one get one, the students' and teacher's problem during teaching and learning reading by using Give one get one. In the observation process, the researcher prepared the observation checklist and recorder to record the teaching and learning process. The data of observation has been identified as described in the following discussion.

1) First meeting

In the first meeting, the researcher conducted the research on Monday, September 4th, 2017, in the morning. Before teaching and learning was begun, the teacher prepared the material in advanced.

a. Pre-activity (Introduction)

The teacher opened the class by greeting to the students and checked the students' attendance.

b. Main-activity

In the main-activity, first the teacher did not reviewed previous lesson. And the teacher started the lesson. After that the teacher introduced the material and the strategy that would be taught. The teacher explained the material in teaching and learning reading in the class, and gave the example how to describe something by using Give One Get One.

The teacher explained about the topic was describing people, things or place. And after that the teacher divided the students into several groups and asked them to describe an animal and that animal is monkey.

In addition the teacher asked the students to collected their task from each groups from the topic. Finally the teacher gave motivation to the students to learn deeply because for the next meeting they would study it again.

c. Close-activity (Closing)

In the close-activity, the teacher closed the lesson.

According to Zwiers procedure of give one get one strategy could be seen it the table below:

Table 6
FIRST OBSERVATION

Subjects	Pointer(S)	Yes	No	Note
Pre-activity (Teacher)	1. Teacher opens the lesson	✓		Teacher opened the lesson by greeting the students.
	2. Teacher checks the students' attendance.	✓		Teacher checked the students' attendance

				by6calling their name.
Main-activity (Teacher)	3. The teacher selects a topic from the content being studied.	✓		The teacher selects the topic to start the lesson, the topic is about animal, monkey
	4. The teacher divides students into several groups.	✓		The teacher divides students into several groups to discuss.
	5. The teacher ask the students fold a piece of paper in half horizontally and number 1-4 above the fold 5-8 below.	✓		The teacher ask the students to made a give one get one recording sheet.
	6. The teacher poses a question or a topic.	✓		Teacher chose the topic about descriptive text to start the lesson. The students had to describe people, things or place. After that the teacher ask to the students to read a topic to get the information.
	7. The teacher ask the students write down ideas related to the topic.	✓		Teacher asked the students to write down their ideas to give one get one recording sheet.
	8. The teacher ask students circulate throughout the room	✓		The students circulate throughout the room and

	and exchange their ideas for at least three different ideas from other students, which go on lines 5 through 8. They need to get the student's name for each corresponding idea and write it in the "from" column.			exchange their ideas to their friend.
	9. After several minutes, The teacher ask the students to regroup and share with the class the ideas they heard from other students.	✓		After they got the ideas from another students the teacher ask the students to read in front of the class.
	10. Students use academic language such us "Julie had a similar thought," "manuel predicts that.....," or "katia differs in opinion because she..."	✓		The students read loader the ideas in front of the class.
	11. Discuss all the responses and then introduce the text.		✓	After they read their idea in front of the class they directly come back to their sit and did not discuss more.

2) Second Meeting

In the second meeting, the researcher conducted the research on Tuesday, September 5th 2017, in the morning. Before teaching and learning was begun, the teacher prepared the material in advanced.

a. Pre-activity (Introduction)

The teacher opened the class by greeting to the students and checked the students' attendance.

b. Main-activity

In the main-activity, the teacher reviewed previous lesson. and the teacher divided the students into several groups, after that the teacher asked the students to made give one get one recording sheet, and the teacher and present something about describing people, things or place. And the teacher gave the model learning reading through Give one get one by drawing a headmaster then the teacher described about the headmaster.

After the teacher explained the example, the teacher gave the topic to the students about their school and the teacher asked the students to fill their own idea to their recording sheet from number 1-4, after that the teacher asked the students to regroup to another groups and change their idea and write it number 5-8.

Furthermore, the teacher evaluated the students' respond in teaching learning reading. Before it, the teacher ask the groups to collect their task, Finally the teacher asked the students to learn more and more.

c. Post-activity

In the post-activity, the teacher closed the lesson.

According to Zwiers procedure of give one get one strategy could be seen it the table below:

Table 7
SECOND OBSERVATION

Subjects	Pointer(S)	Yes	No	Note
Pre-activity (Teacher)	12. Teacher opens the lesson	✓		Teacher opened the lesson by greeting the students.
	13. Teacher checks the students' attendance.	✓		Teacher checked the students' attendance by calling their name.
Main-activity (Teacher)	14. The teacher selects a topic from the content being studied.	✓		The teacher selects the topic to start the lesson
	15. The teacher divides students into several groups.	✓		The teacher divides students into several groups to discuss.
	16. The teacher ask the students fold a piece of paper in half horizontally and number 1-4 above the fold 5-8 below.	✓		The teacher ask the students to made a give one get one recording sheet.

	17. The teacher poses a question or a topic.	✓		Teacher chose the topic about descriptive text to start the lesson about school. The students had to describe people, things or place. After that the teacher ask to the students to read a topic to get the information.
	18. The teacher ask the students write down ideas related to the topic.	✓		Teacher asked the students to write down their ideas to give one get one recording sheet.
	19. The teacher ask students circulate throughout the room and exchange their ideas for at least three different ideas from other students, which go on lines 5 through 8. They need to get the student's name for each corresponding idea and write it in the "from" column.	✓		The students circulate throughout the room and exchange their ideas to their friend.
	20. After several minutes, The teacher ask the students to regroup	✓		After they got the ideas from another students the teacher ask the students to

	and share with the class the ideas they heard from other students.			read in front of the class.
	21. Students use academic language such as “Julie had a similar thought,” “manuel predicts that.....,” or “katia differs in opinion because she...”	✓		The students read loader the ideas in front of the class.
	22. Discuss all the responses and then introduce the text.		✓	After they read their idea in front of the class they directly come back to their sit and did not discuss more.

From the data above, it can be concluded that the teacher did the procedure from the expert, accept the last procedure. It means that the teacher did not discuss in ending and researcher reduce the last data

- After they read their idea in front of the class they directly come back to their sit and did not discuss more.

2) Data of Interview

To support the data of the observation, the researcher had employed an interview to the teacher to investigate the problems faced by her and her students during teaching and learning reading process through Give One Get One. There were nine questions that the researcher asked to the teacher. The researcher used the structured interview to interview the teacher.

Table 8
The Result of Interview for the Teacher

NO	QUESTION	ANSWER	CONCLUSION
1	How do you get the material to teach the students?	I get materials from many sources like as internet, LKS, and many others sources that support my lesson.	Based on the research, the teacher used many sources to teach the students not only LKS, but also internet and many others.
2	How is the students' ability in reading?	The students' reading ability is still low. It is because their are lazy to practice.reading is low and their vocabulary is still lack.	In short, the students' reading ability is still low.

3	Do you think that this strategy is appropriate to use in teaching reading?	Yes, I do. I think my strategy motivates the students to understand the lesson especially reading skill.	Based on the research, the teacher said that he made the students easy to understand and motivated to follow the lesson.
4	Do you use standard textbook in teaching reading ?	I normally used a book that has been provided in the school, the Book that I used from Kemendikbud and according KTSP then I used other book, that is LKS for student exercises. I do not used any other book. To complete the material in that book, I search in the internet.	Based on the research, the teacher used book based on the standard of school that have been used. The standard of book was KTSP.
5	Do you have problem in learning reading ? what are they?	Yes, I do. There are many problems I face. They are: 1. They have difficulty decoding words and	Based on the interview, the researcher know that there are many problems

		<p>sentences.</p> <ol style="list-style-type: none"> The students find difficulty to comprehend material that they read. The students do not understand what they read. The students cannot correctly identify the main idea when they read. They do not know the meaning. 	<p>that is faced by teacher in teaching reading</p> <p>In short, the students lazy to read and they difficult to identify main idea.</p>
6	Do the students enjoy in learning reading through give one get one strategy?	Yes, they do. Because it makes them find the information quickly, and learn from the other students.	The teacher felt satisfied teach by using give one get one because it make them active in the class.
7	Do you follow all of the procedures when teaching reading through give one get one strategy ?	Yes, I do.	The teacher do the procedure give one get one.
8	Do you find difficulties in	Yes, I do. by using	The

	teaching reading through give one get one strategy?	give one get one strategy sometime needs more time for discussion.	disadvantage of give one get one is needs more time
9	In your opinion, what are the difficulties faced by students in learning reading through give one get one strategy?	In my opinion the difficulty that face by students are they difficult to get main idea because their vocabulary still lack. And sometimes they open dictionary to translate one by one	Students still have difficulty to get the main idea because they do not know the meaning.

Table 9
THE 2nd RESULT OF INTERVIEW FOR THE TEACHER

NO	QUESTION	ANSWER	CONCLUSION
1	How do you get the material to teach the students?	I got this materials from internet, LKS, and many others sources that support my lesson.	Based on the research, the teacher used many sources to teach the students not only LKS, but also internet and many others.
2	How is the students' ability in reading?	The students' reading ability is still low. It is because their are lazy	In short, the students' reading ability is still

		to practice. reading is low and their vocabulary is still lack.	low.
3	Do you think that this strategy is appropriate to use in teaching reading?	Yes, I do. I think my strategy motivates the students to understand the lesson especially reading skill.	Based on the interview, the teacher said that she made the students easy to understand and motivated to follow the lesson.
4	Do you use standard textbook in teaching reading ?	I usually used a book that has been provided in the school, the Book that I used from Kemendikbud and according KTSP then I used other book, that is LKS for student exercises. I do not used any other book. To complete the material in that book, I search in the internet.	Based on the interview, the teacher used book based on the standard of school that have been used. The standard of book was KTSP.
5	Do you have problem in	Yes, I do. There are	Based on the

	learning reading ? what are they?	<p>many problems I face.</p> <p>They are:</p> <ol style="list-style-type: none"> 1. They have difficulty decoding words and sentences. 2. The students find difficulty to comperhending material that they read. 3. The students do not understand what they read. 4. The students cannot correctly identify the main idea when they read. 5. They do not know the meaning. 	<p>interview, the researcher know that there are many problems that is faced by teacher in teaching reading</p> <p>In short, the students lazy to read and they difficult to identify main idea.</p>
6	Do the students enjoy in learning reading through give one get one strategy?	Yes, they do. Because it makes them find the information quickly, and learn from the other students.	The teacher felt satisfied teach by using give one get one because it make them active in the class.
7	Do you follow all of the	Yes, I do.	The teacher do

	procedures when teaching reading through give one get one strategy ?		the procedure give one get one.
8	Do you find difficulties in teaching reading through give one get one strategy?	Yes, I do. by using give one get one strategy sometime needs more time for discussion.	The disadvantage of give one get one is needs more time
9	In your opinion, what are the difficulties faced by students in learning reading through give one get one strategy?	In my opinion the difficulty that face by students are they difficult to get main idea because their vocabulary still lack. And sometimes they open dictionary to translate one by one	Students still have difficulty to get the main idea because they do not know the meaning.

From the data above, the researcher concluded that the first and the second interview the teacher had a same meaning from the same question.

3) Data of Questionnaire

The researcher also employed questionnaire to support the observation and interview data. The questionnaire consisted of six questions (see appendix 6). The first until the second questions were to know the benefits of Give one get one in learning reading and the third, fourth, sixth question was to know the students' difficulties in reading

and then number five were to know the students' reading ability by using give one get one in learning reading, Questionnaire was given to the whole students in Class VIIC which was consisted of 37 students.

Table 10
1st result of Questionnaire

No	Questions	Answer		Total answer
		Yes	No	
1	Apakah dalam belajar <i>reading</i> anda mudah mendapatkan <i>vocabulary</i> baru?	12	25	37
2	Apakah dalam belajar <i>reading</i> anda mudah mengingat makna yang baru dibaca?	13	24	37
3	Apakah dalam belajar <i>reading</i> anda kesulitan memahami tipe text yang dibaca?	23	14	37
4	Apakah anda kesulitan dalam mengartikan makna yang anda baca?	27	10	37
5	Apakah dengan menggunakan give one get one strategy dapat meningkatkan kemampuan <i>reading</i> anda	13	24	37

2nd result of Questionnaire

No	Questions	Answer		Total answer
		Yes	No	
1	Apakah dalam belajar <i>reading</i> anda mudah mendapatkan <i>vocabulary</i> baru?	14	23	37
2	Apakah dalam belajar <i>reading</i> anda mudah mengingat makna yang baru dibaca?	14	23	37
3	Apakah dalam belajar <i>reading</i> anda kesulitan memahami tipe text yang dibaca?	25	12	37
4	Apakah anda kesulitan dalam mengartikan makna yang anda baca?	24	13	37
5	Apakah dengan menggunakan give one get one strategy dapat meningkatkan kemampuan <i>reading</i> anda	16	21	37

From the 1st and the 2nd of result questionnaire above, the researcher concluded that there are no reducing of the data because the data above has different score but same point.

b) Triangulation of Method

1) Data of Process teaching Reading by using Give One Get One Strategy

From the result of questionnaire and interview the researcher compare the data:

Table 11
Observation checklist

Subjects	Pointer(S)	Yes	No	Note
Pre-activity (Teacher)	23. Teacher opens the lesson	✓		Teacher opened the lesson by greeting the students.
	24. Teacher checks the students' attendance.	✓		Teacher checked the students' attendance by calling their name.
Main-activity (Teacher)	25. The teacher selects a topic from the content being studied.	✓		The teacher selects the topic to start the lesson, the topic is about animal, monkey
	26. The teacher divides students into several groups.	✓		The teacher divides students into several groups to discuss.
	27. The teacher ask the students fold a piece of paper in half horizontally and number 1-4 above the fold 5-8 below.	✓		The teacher ask the students to made a give one get one recording sheet.
	28. The teacher poses a question or a topic.	✓		Teacher chose the topic

				about descriptive text to start the lesson. The students had to describe people, things or place. After that the teacher ask to the students to read a topic to get the information.
	29. The teacher ask the students write down ideas related to the topic.	✓		Teacher asked the students to write down their ideas to give one get one recording sheet.
	30. The teacher ask students circulate throughout the room and exchange their ideas for at least three different ideas from other students, which go on lines 5 through 8. They need to get the student's name for each corresponding idea and write it in the "from" column.	✓		The students circulate throughout the room and exchange their ideas to their friend.
	31. After several minutes, The teacher ask the students to regroup and share with the class the ideas they heard from other	✓		After they got the ideas from another students the teacher ask the students to read in front of the class.

	students.			
	32. Students use academic language such as “Julie had a similar thought,” “manuel predicts that.....,” or “katia differs in opinion because she...”	✓		The students read loader the ideas in front of the class.
	33. Discuss all the responses and then introduce the text.		✓	After they read their idea in front of the class they directly come back to their sit and did not discuss more.

The Result of Interview for the Teacher

NO	QUESTION	ANSWER	CONCLUSION
1	How do you get the material to teach the students?	I get materials from many sources like as internet, LKS, and many others sources that support my lesson.	Based on the research, the teacher used many sources to teach the students not only LKS, but also internet and many others.
2	How is the students' ability in reading?	The students' reading ability is still low. It is	In short, the students' reading

		because their are lazy to practice.reading is low and their vocabulary is still lack.	ability is still low.
3	Do you think that this strategy is appropriateto use in teaching reading?	Yes, I do. I think my strategy motivates the students to understands the lesson especially reading skill.	Based on the research, the teacher said that he made the students easy to understand and motivated to follow the lesson.
4	Do you use standart textbook in teaching reading ?	I normally used a book that has been provided in the school, the Book that I used from Kemendikbud and according KTSP then I used other book, that is LKS for student exercises. I do not used any other book. To complete the material in that book, I search in the internet.	Based on the research, the teacher used book based on the standard of school that have been used. The standard of book was KTSP.

5	Do you have problem in learning reading ? what are they?	<p>Yes, I do. There are many problems I face.</p> <p>They are:</p> <ol style="list-style-type: none"> 1. They have difficulty decoding words and sentences. 2. The students find difficulty to comperhending material that they read. 3. The students do not understand what they read. 4. The students cannot correctly identify the main idea when they read. 5. They do not know the meaning. 	<p>Based on the interview, the researcher know that there are many problems that is faced by teacher in teaching reading</p> <p>In short, the students lazy to read and they difficult to identify main idea.</p>
6	Do the students enjoy in learning reading through give one get one strategy?	<p>Yes, they do. Because it makes them find the information quickly, and learn from the other students.</p>	<p>The teacher felt satisfied teach by using give one get one because it make them active in the class.</p>

7	Do you follow all of the procedures when teaching reading through give one get one strategy ?	Yes, I do.	The teacher do the procedure give one get one.
8	Do you find difficulties in teaching reading through give one get one strategy?	Yes, I do. by using give one get one strategy sometime needs more time for discussion.	The disadvantage of give one get one is needs more time
9	In your opinion, what are the difficulties faced by students in learning reading through give one get one strategy?	In my opinion the difficulty that face by students are they difficult to get main idea because their vocabulary still lack. And sometimes they open dictionary to translate one by one	Students still have difficulty to get the main idea because they do not know the meaning.

From the table above the researcher concluded that the result of interview and result of observation there are some differences from both of them such as:

- 3rd question (3. Do you think that this strategy is appropriate to use in teaching reading?) in this question the teacher sure that this strategy is appropriate in teaching reading, but in fact some of the students felt difficult to follow this strategy.

- 6th question (6. Do the students enjoy in learning reading through give one get one strategy?) in this part the teacher answer yes, they do. And it is true for some of them but some students felt difficult to get the information quickly.
- 7th question (7. Do you follow all the procedure when teaching reading by using give one get one?) in this question the teacher answer clearly yes, she do, but according to the observation checklist not all of the procedure the teacher follow such as the last procedure, the teacher did not discuss more.

2) Data of Teacher's Problem in Teaching Reading by using Give One Get One Strategy

According from the data there were some problems that September appear to the teacher in teaching reading. They were, the teacher had difficulties to calm and handle the students that seemed so noisy, sometimes the teacher are not confident to choose the reading material because she afraid if the students difficult to understand, the teacher had the habbit of slow reading because when she taught reading and she read little fast, the students felt confuse, so the teacher read the text slowly, that's the problem for her because she felt difficult to made them understand and also the teacher had a problems to manage the times. And this problem also same with result of the interview before.

3) Data of students Problem in teaching Reading by using Give One Get One Strategy

From the data above the researcher concluded that the problems faced by the students were:

- a) Students had no good vocabulary mastery,
- b) They usually read just a little or nothing at all,
- c) Students had a problems in working memory to remember the text.
- d) Many students had difficulty to know type of text such as descriptive text, narrative text or recount text.

2. Data Display

Data display is the second component or level in model of qualitative data analysis of Miles and Huberman theory. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data.² In this case, the researcher analyzed the data that had been reduced in data reduction and displayed it in the form of table. The analysis was done based on data collected by each instrument.

a) Data of Observation

Based on the data showing in the data reduction, and Based on the nine steps in teaching reading through Give one get one the researcher the researcher concluded that the valid of the data from the 1st and the 2nd result of observation could be seen in the table below:

²*Ibid.* p.11

Subjects	Pointer(S)	Yes	No	Note
Pre-activity (Teacher)	34. Teacher opens the lesson	✓		Teacher opened the lesson by greeting the students.
	35. Teacher checks the students' attendance.	✓		Teacher checked the students' attendance by calling their name.
Main-activity (Teacher)	36. The teacher selects a topic from the content being studied.	✓		The teacher selects the topic to start the lesson, the topic is about animal, monkey
	37. The teacher divides students into several groups.	✓		The teacher divides students into several groups to discuss.
	38. The teacher ask the students fold a piece of paper in half horizontally and number 1-4 above the fold 5-8 below.	✓		The teacher ask the students to made a give one get one recording sheet.
	39. The teacher poses a question or a topic.	✓		Teacher chose the topic about descriptive text to start the lesson. The students had to describe people, things or place. After that the teacher ask to the students to read a topic to get the information.
	40. The teacher ask the	✓		Teacher asked the

	students write down ideas related to the topic.			students to write down their ideas to give one get one recording sheet.
	41. The teacher ask students circulate throughout the room and exchange their ideas for at least three different ideas from other students, which go on lines 5 through 8. They need to get the student's name for each corresponding idea and write it in the "from" column.	✓		The students circulate throughout the room and exchange their ideas to their friend.
	42. After several minutes, The teacher ask the students to regroup and share with the class the ideas they heard from other students.	✓		After they got the ideas from another students the teacher ask the students to read in front of the class.
	43. Students use academic language such us "Julie had a similar thought," "manuel predicts that.....," or "katia differs in opinion because she..."	✓		The students read loader the ideas in front of the class.

b) Data of Interview

To support the observation data, the researcher employed an interview. The interview was given to the teacher to know problems faced by her and her students in teaching and learning process by using Give One Get One. On the other hand, in the interview activity the teacher expressed that there were the problems faced by the teacher and the students. They were as follows:

1. The teacher had difficulty in handling the class because they did not pay attention, many of the students made noise by themselves such as chatting with another friends.
2. The students read the text very slowly as if they want to understand the text and meaning of the words that they had never seen before. They look up word by word in a dictionary or asked the teacher so that the reading was very slow.
3. The students had forgotten the material that had been discussed before. It indicated that the students had a problem in working memory, to memorize the text that they had discussed before.

c) Data of Questionnaire

The questionnaire was made to support the data from observation and the interview. The questionnaire consisted of nine questions (see appendix 6). Through her instrument, the students' problems also could be identified. Questionnaire was given to the whole students in Class VIIC which was consisted of 37 students.

Based on the questionnaire filled by the students, the researcher could describe as follows:

The result of the questionnaire showed not good result especially the process of teaching learning reading by using Give one get one, the students had difficulties when learning reading by using Give one get one .

From the result of the questionnaire, it showed that teaching learning reading through Give one get one was less maximal to the students' reading ability. It could be shown from the result of data questionnaire many students stated that learning reading by using Give one get one were felt difficult in learning reading.

3. Conclusion Drawing/Verification

Conclusion Drawing/Verification is the third component or level in model of qualitative data analysis of Miles and Huberman theory. In this part, the data explained in data display were going to be discussed deeply in order to make a finding of the research. In this part, the discussion and findings were divided into three parts: the process, the teacher's problems, and the students' problems in teaching English by implementing Give one get one.

a.Process of Teaching and Learning Reading through Give one get one

Teaching and learning process was done on three meetings in VIIC class. The material was describing people, things or place. The researcher employed observation checklist, interview and documentation to know the process during teaching and learning reading by implementing Give one get one.

b. Teacher's Problems during Teaching Reading Process through Give one get one

The teacher could run the entire steps in teaching reading, it meant that the teacher was competence in teaching but she still had difficulties in teaching reading through Give one get one. there were some problems that September appear to the teacher in teaching reading, They were, the teacher had difficulties to calm and handle the students that seemed so noisy, sometimes the teacher are not confident to choose the reading material because she afraid if the students difficult to understand, the teacher had the habbit of slow reading because when she taught reading and she read little fast, the students felt confuse, so the teacher read the text slowly, that's the problem for her because she felt difficult to made them understand and also the teacher had a problems to manage the times.

c) Students' Problems in Learning Reading through Give one get one

The researcher employed a questionnaire to knew the students' problem in learning reading through Give one get one. Based on the result of students' answer of the questionnaire sheets, the researcher concluded that the problems faced by the students were:

1. Students had no good vocabulary mastery
2. They usually read just a little or nothing at all
3. Students had a problems in working memory to remember the text.
4. Many students had difficulty to know type of text such as descriptive text, narrative text or recount text

Based on the result of questionnaire answered by the students, the problems related to the theory (see on chapter II) were The students have difficulty to comprehend a new vocabulary, the students had problem in working memory, sometimes they were lazy to read, when the teacher asked them to read, they usually read just a little or nothing at all, and also many students had difficulty to know type of text such as descriptive text, narrative text or recount text.

After the researcher had analyzed and found the finding of the research, hopefully the researcher tried to give contribution of the research to the teaching learning reading for better way. Learning reading should be supported by learning vocabulay because it would make them easy to understand what they read.

B. Discussion of Findings

In this part, the researcher would like to discuss about the finding of the process of teaching and learning reading through Give one get one as the first formulation of the problem this research. Beside the process of teaching and learning, the researcher discussed the teacher's problem in teaching reading through Give one get one. This research was produced by the participants of the research, they are the English teacher and the students of VIII C class of SMPN 02 Penawartama in the first semester in academic year 2014/2017 that had been observed.

1. The Process of Teaching Learning Reading through Give one get one

The researcher employed an observation to know how the process of teaching and learning reading through Give one get one. Some of the students looked active in the

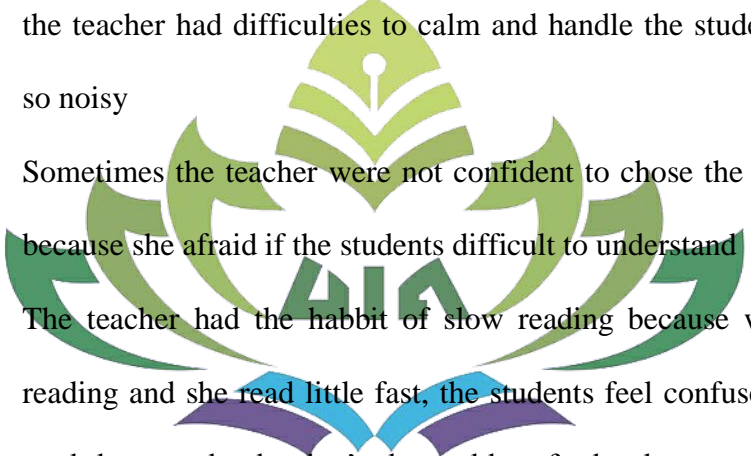
teaching and learning process. This research was conducted three times including observing the teaching process, interviewing English teacher and giving questionnaire to the students in order to know the problems faced by them. The observation was conducted in two meetings. From the data gained through observation, the researcher assumed that the teaching and learning process especially reading through Give one get one was quite effective. Even though there were many obstacles faced by teacher and her students, it did not give the big influence for teaching and learning process. Either English teacher or her students could anticipate or solve those obstacles.

The result of interview also showed that almost the problems were caused by the large of students in the class and students' motivation themselves. The teacher had difficulties to calm and handle the students that seemed so noisy, sometimes the teacher are not confident to choose the reading material because she afraid if the students difficult to understand, the teacher has the habit of slow reading because when she teach reading and she read little fast, the students felt confuse, so the teacher read the text slowly, that was the problem for her because she felt difficult to made them understand and also the teacher had a problems to manage the times. The result of questionnaire showed that most of the students had difficulties in learning reading such as they had difficulty to comprehend a new vocabulary, the students had problem in working memory, sometimes they were lazy to read, when the teacher ask them to read, they usually read just a little or nothing at all, and also many students had difficulty to know type of text such as descriptive text, narrative text or recount text.

2. Problems Faced by the Teachers in Teaching Reading through Give one get one

The teacher ran the entire steps in teaching reading, it meant that the teacher was competence in teaching but she still had difficulties in teaching reading through Give one get one.

Based on the result of interview and observation, it could be concluded that the problems faced by the teacher they were as follow:

- 
- a) the teacher had difficulties to calm and handle the students that seemed so noisy
 - b) Sometimes the teacher were not confident to chose the reading material because she afraid if the students difficult to understand
 - c) The teacher had the habbit of slow reading because when she taught reading and she read little fast, the students feel confuse, so the teacher read the text slowly, that's the problem for her because she felt difficult to made them understand
 - d) Also the teacher had a problems to manage the times.

The researcher also concluded that from the observation activity there were problem appeared, but, the teacher ran all the steps well. It meant that the teacher was competente in teaching. The teacher had a good method of teaching, although there were some weakness in several sides and there were many obstacles faced by the teacher and the students.

3. Problems Faced by the Students in Learning Reading through Give one get one

The researcher employed a questionnaire to know the students' problem in learning reading by using Give one get one strategy.

Based on the result of questionnaire that answered by the students, they had difficulties in learning reading as follow:

- a) The students had difficulty to comprehend a new vocabulary
- b) The students had problem in working memory
- c) Sometimes they were lazy to read, when the teacher asked them to read, they usually read just a little or nothing at all
- d) Many students had difficulty to know type of text such as descriptive text, narrative text or recount text.

After the researcher analyzed and found the finding of the research, hopefully she could give contribution of the research to the teaching learning reading for better way. Learning reading should be supported by knowledge of the language, Moreover, Give one get one that had been applied by some teachers is one of the ways that could be used in learning reading because using Give one get one can develop the students' vocabulary mastery, exercise their confidence and so on. Even though either teacher or students were still face some problems if they apply the strategy. Therefore, actually the teacher could be suggested to applied the strategy based on expert's

theory, so the good result of the using of the strategy could give good impact to the reading ability of the students in learning reading .



CHAPTER V

CONCLUSION AND SUGGESTION

After collecting the data and analyzed the result of the research, there searcher drew some conclusions and suggestions in teaching reading by using Give one get one strategy.

A. Conclusion

Based on the data analysis, it can be concluded that:

1. The process of teaching learning reading by using Give one get one strategy had been conducted. All of the indicators and objectives could be achieve. It was a good strategy which could be implemented in teaching learning English especially reading. Give one ge one strategy did easy to be implemented by the teacher and students. Moreover, there where some problems faced by teacher and students.
2. The teacher's problems in teaching reading through Give One Get One were that the teacher had difficulties to calm and handle the students that seemed so noisy. Sometimes the teacher were not confident chose the reading material because she afraid if the students difficult to understand, the teacher has the habbit of slow reading because when she taught reading and she read little fast,

the students felt confuse, so the teacher read the text slowly, that's the problem for her because she felt difficult to made them understand and also the teacher had a problems to manage the times.

3. The problems faced by students in learning reading by using Give one get one strategy were, students have no good vocabulary mastery, the students had a problems in speed of reading, and students had a problems in working memory to remember the text, and also they were being passive during the learning process.

B. Suggestion

Considering the result of the research, the researcher would like to give some suggestions as follows:

1. For the Teacher

- a. The teacher should provide a variety of methods, especially in teaching reading in order to make reading activities more interesting and attractive to the students.
- b. The teacher should manage the time well in order that the implementation of strategy running well and success.
- c. The teacher should evaluate the teaching process by using Give one get one in order to improve the teaching and learning process.

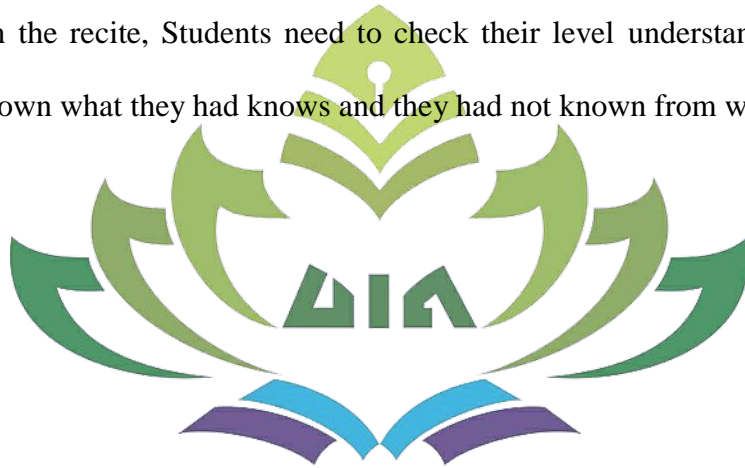


2. For the Students

- a. Survey makes students familiar with the text before they read the whole text.

So the students need to focus on surveying the text, this is aimed to make them be able to ask question and develop summary about the text.

- b. The students should have more time to practice reading.
- c. The students should improve their vocabulary mastery that can be easily used in their reading activity.
- d. In the recite, Students need to check their level understanding and written down what they had knows and they had not known from what they read.



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